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ABSTRACT

This study was conducted to describe the present status of the graduate residency requirement at a selected sample of colleges and universities across the country in view of the professional pressures for further education and the economic pressures of a high standard of living. Results obtained from the 40 schools that respond to a brief questionnaire indicate that a residency requirement consistent with, or well beyond, the minimum standards of the National Council for the Accreditation of Teacher Education is universally practiced. However, the interpretation of the residency requirement in relation to the total time of the student varies. Concurrent employment is permitted, generally one-half time but with some allowable limits on either side of one-half time. The professional interpretation of what constitutes residency seems to be changing, and this change must be reflected in the standards developed to evaluate the quality of graduate education. (DDO)

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THE RESIDENCY REQUIREMENT FOR GRADUATE PROGRAMS IN EDUCATION

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Graduate enrollments in colleges and schools of education have increased sharply in recent years. This trend will continue as more states mandate the 5th year before a permanent teaching certificate may be issued or continued.

The fact of increased graduate enrollments plus the rapid total expansion of urban colleges and universities, where commuter travel is the rule, have resulted in a changing attitude toward resident credit.

The study reported here was conducted to describe the present status of the residency requirement and related concerns that currently prevail in a selected sample of colleges and universities across the country.

THE PRESSURES FOR CHANGE

If new models of automobiles can be produced every year, why can't curricula be equally responsive and changing? This is the nature of the demands currently placed on higher education. Graduate programs in education have experienced pressures from many groups to make curricula "more relevant" to the changing needs of society. Among these have

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been the academic professions, graduate students, political units such as the National School Board Association and its local affiliates, teacher organizations at local, state, and national levels, and the community in both organized and unorganized ways.

The counterforce, which makes any change possible only after thorough consideration, is the yardstick of standards that a profession erects to measure itself. In education the latest generally accepted yardstick is the Recommended Standards for Teacher Education prepared by the Evaluative Criteria Study Committee of the AACTE in 1969 and adopted by the National Council for Accreditation of Teacher Education.

One section of the Advanced Programs portion of these standards deals with residence study. Specifically, this section reads as follows:

"G-1.6.3 Residence Study. One of the desirable characteristics of advanced study is that students learn from each other and through close association with the faculty in a climate that stimulates research and scholarly effort. This is not possible unless the student spends a substantial block of time in full-time residence at the institution.

"Standard: Some period of full-time continuous residence study, or provision for comparable experiences, is required for candidates pursuing advanced degrees other than the doctorate; at least one academic year of full-time continuous residence study is required for candidates pursuing the doctorate."

This particular standard is subject to wide variation in interpretation, and pressures for change will most certainly bring on still greater variation.

For example, can a student attending an urban university continue to earn a living while he completes his residency? For such a student,

will the minimum full-time credit-hour enrollment, taken for the required succession of quarters or semesters, satisfy the residency requirement? If so, the six or eight semester hour or seven quarter hour minimum for full-time enrollment is really no physical or intellectual hurdle for the competent, motivated, fully-employed professional. Many who have considered this issue would contend that the student's employment experience, earned while attending classes on a regular basis, represents more valuable residency credit than he would gain if he isolated himself in the "academic ivory tower" for the required period.

By way of a more specific example, I am familiar with a graduate department in educational administration and supervision that is developing an Ed.S. program for practicing school administrators wherein residency is quite different from the traditional interpretation. In this program the student could meet up to one-third of his course requirements through a multiple series of fifteen class-hour modules. These will be offered on weekends in his region, and as with a smorgasbord, he could, in council with his committee, select and attend those most appropriate for him. The residency requirement for his Ed.S. degree would be completed with a full summer of study on the home campus.

What then did the study reported here reveal about the practices that prevail to meet the residency requirement?

STUDY DESIGN AND RESULTS

A "quick and dirty" postcard questionnaire was developed and mailed to 51 colleges and universities possessing active graduate programs in education. Included in the sample were most of the larger colleges of education in both land-grant and private universities across the country. Forty replies were received. The questions and responses are summarized below:

Question 1. Your current residency requirement for -

Ed.D./Ph.D.?

- 31 One full year, one academic year, two semesters, or three consecutive quarters
- 4 Two years
- 2 Six quarters
- 1 Two 12-hour or three 8-hour terms
- 1 Three years
- 1 First two years or last year
- 40

Ed.S.?

- 8 One semester/quarter
- 3 Two consecutive quarters
- 3 None
- 2 One half year
- 2 25 quarter hours
- 1 60 semester hours
- 2 Full academic year
- 1 Sufficient association with faculty for satisfactory evaluation
- 1 36-45 hours resident credit and 24 on campus
- 23

MS/MA/MAT?

- 8 One quarter/semester
- 4 Three quarters
- 6 30-33 quarter/semester hours
- 1 45 hours earned on campus
- 4 None
- 3 Two quarters
- 1 Three quarters
- 1 20 hours
- 1 34-38 hours in residence on campus
- 29

Question 2. Your minimum (quarter/semester) hours enrollment during residency?

15 9 hours
 7 12 hours
 5 10 hours
 1 4 hours
 2 8 hours
 4 None
 1 Full commitment to graduate study
35

Question 3. Do you allow concurrent employment?

33 Yes
 7 No
40

Any restrictions?

6 No
 27 Yes - 3 Determined by committee
 3 Depends on load
 6 6-8 hours a week
 3 May not be fully employed
 2 No more than 1/3 time assistantship
 2 Not more than 1/2 time
 2 15-20 clock hours of work, no more
 1 1/2 time, 12 hours; or 3/4 time,
 8 hours
 1 Ed.S., MS yes; Ed.D. no except for-
 assistantships
 1 Free of substantial wage earnings
 1 If off campus
 1 Reasonable
 1 Sharply reduce or no load
27

Question 4. May your university employees study toward a graduate degree with you?

	<u>Ed.D./Ph.D.</u>	<u>Ed.S.</u>	<u>MS/MA/MAT</u>
Yes	35	24	36
No	<u>5</u>	<u>2</u>	<u>1</u>
Total	40	26	37

Question 5. If working on a graduate degree, are your university employees subject to academic rank restrictions?

30 Yes
4 No
34

If yes, what?

30 Rank must be less than assistant professor

Question 6. Are your university employees who are working on a graduate degree subject to a credit hour limitation?

28 Yes
7 No
35

If yes, what?

9 6 sem/qtr hours if employed full-time
5 3 sem/qtr hours if employed full-time
3 8 sem/qtr hours if employed full-time
3 At discretion of adviser/dean/director
2 Reasonable
1 Depends on appointment
1 10 sem/qtr hours
1 5 sem/qtr hours
1 Same as other graduate students
1 Varies
1 Take 6, teach 9, or any other combination of 15

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Question 7. How do your university employees establish residency?

9 Reduce employment (to 2/3, 1/2, 1/4, part-time)
5 Same as other graduate students
3 Continuous enrollment (consecutive quarters)
1 24 semester hours in two-year period
1 Four semesters of 6 units per semester
1 Three quarters of 6 units or more
1 Two years' study while employed on campus
1 Longer periods of time
1 Leave of absence from work
1 Ten quarter hours
1 Determined by candidate's committee
1 Two 12-hour or three 8-hour terms

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PERCEPTIONS OF REGIONAL ACCREDITING BODIES

In addition to the brief questionnaire, a letter of inquiry was sent to the executive directors of the six regional accrediting bodies. The primary question in this inquiry was phrased as follows: "Is there a change in philosophy concerning the residency requirement for graduate degrees in education? If so, in what direction and why?"

Excerpted statements from two of the replies received will indicate that the perceptions of the regional accrediting offices are widely divergent.

"In response to your letter of March 14 asking whether there is a changing philosophy concerning the residency requirement for graduate degrees in education, I can only say that we do not perceive any particular change. Indeed, it strikes us that there has always been a great deal of flexibility with respect to residency requirements for graduate education degrees. Policies have ranged from the one extreme where an individual could complete a graduate degree in education entirely by part-time attendance and in some cases even by enrollment in courses given away from an institution's main campus, to the other extreme of requiring at least a full year or more of residency at the main campus of an institution."

"Generally speaking it might be said the new direction or trend is toward less residency requirement and toward no residency requirements in the case of independent study--external degrees. The reason appears to relate to the maturity of the graduate student today and the large number of individuals who have full-time, career-oriented employment and desire to complete a graduate program simultaneously.

"The newly revised standard nine of the College Commission speaks directly to this need as was evidenced by the study which led to the revision. One of the illustrations in the new standard, which was adopted by the 560 college and university members, provides the way for an institution to offer a totally external degree program at any level."

DISCUSSION

What seems clear is that a residency requirement consistent with or well beyond the NCATE minimum standards is universally practiced. Not quite so clear is the interpretation of this in relation to the total time of the student. Employment is allowed. This allowance clusters around approximately one-half time employment. But allowable limits on either side of one-half time employment do exist.

More important than the stated policy, of course, is the actual fact of residency and employment as these exist today. At least two factors work against the full residence-no work (or even half-time work) policy. These are (1) the economic demands that prevail and seem to increase as the standard of living rises; and (2) the professional pressures for further education.

A FINAL THOUGHT

The NCATE Committee on Standards and Process chaired by Clyde F. Kohn is studying the question of how the new standards can best be translated into accreditation decisions. Included in its deliberations is the question of residency.

At this writing the committee has not made its report to the National Council for the Accreditation of Teacher Education. In an informal vein, however, Dr. Kohn has commented on residency as follows:

"I have talked with our Graduate Dean about the meaning of 'residency' as we define it here in the University of Iowa. We are both in agreement that it is an unsuitable word to use in the first place. The phrase 'on campus' might be a better one. Also, current developments in education may soon outmode any rule or regulation we now have on our books. Credit for 'life experience' for example may become much more important and significant in the preparation of doctorates in all fields than 'residency credit.'"

In subsequent correspondence Dr. Kohn elaborated his position more explicitly:

"For example, it might be possible for a graduate student to register as a full-time student here in the University of Iowa (9 semester hours of work per semester), and work a 40-hour shift. He is employed fully, but also a full-time in-residence student. The Standard does not address itself explicitly to employment. In my opinion, I don't believe we have the right to ask the student to give up a full-time position if he is able to fulfill the residence requirement in addition. Where do we stop? Quarter-time employment, half-time employment, full-time employment? If the student is keeping up with his work (completing research on time, etc.), I lean to the practice of permitting him to work as much as he can. Commonly, graduate students in residence serve as teaching or research assistants on a part-time or full-time basis. Must we stop this? I don't believe the Standard intended that we should."

Our professional interpretation of what constitutes residency is changing. We must allow for this change in the standards we develop to evaluate the quality of our graduate programs in education.

Many question the traditional philosophy of residency in light of the needs of professionals today. The arguments supporting it must be made more clear if it is to survive persistent arguments that would force change of some degree.